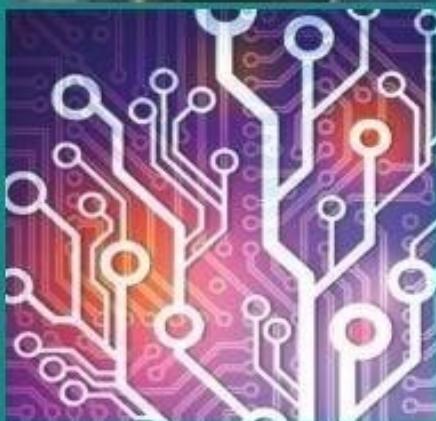
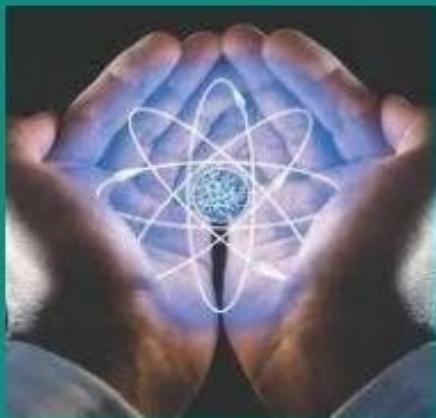


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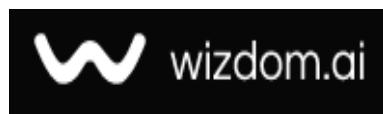
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Social Media Based Andragogical Learning in Islamic Religious Education: Inovasi Pembelajaran Pendidikan Agama Islam Berbasis Media Sosial Andragogi Digital

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Abstract

General Background: The rapid development of digital technology in the Industry 4.0 era has transformed educational practices, including Islamic Religious Education, which is increasingly required to adapt to technology-mediated learning environments. Specific Background: Social media platforms provide flexible and participatory learning spaces that are particularly suitable for adult learners when aligned with andragogical principles, although challenges remain in maintaining instructional quality and Islamic values. Knowledge Gap: Despite widespread use of social media in education, limited scholarly attention has been given to its integration with andragogy within Islamic Religious Education. Aims: This study aims to examine the integration of social media-based learning with an andragogical approach in Islamic Religious Education in the digital era. Results: The findings indicate that social media platforms such as Instagram, YouTube, and WhatsApp facilitate self-directed, experience-based, and problem-centered learning, while challenges include low digital literacy, misinformation, and the preservation of Islamic values. Novelty: This study presents a novel synthesis of andragogical theory and social media application specifically within Islamic Religious Education. Implications: The results provide practical guidance for educators to formulate clear social media usage guidelines, promote interactive learning environments, and strengthen digital literacy while adhering to Islamic teachings.

Highlights:

- Social media supports self-directed and experience-based Islamic learning for adult learners
- Andragogical principles align with interactive features of digital learning platforms
- Digital literacy and value preservation remain central challenges in online Islamic education

Keywords: Islamic Religious Education; Social Media Learning; Andragogical Approach; Digital Era Education; Adult Learning

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Introduction

Era digital The digital 4.0 era is moving quickly in terms of technology, which is changing many parts of human existence, including education. The use of social media as a learning tool, especially in Islamic Religious Education, has changed a lot throughout time. Instagram, YouTube, and WhatsApp are just a few of the platforms that have become great ways to teach Islamic subjects in a way that is more fun, participatory, and easy for students to understand. Social media helps schools and other educational institutions reach more people, especially younger people who are spending more and more time online. This allows Islamic religious learning to be conducted in a more flexible and dynamic manner to meet the demands of the modern era [1].

Although social media has been utilized in various academic disciplines, its application remains limited within Islamic religious education, especially through approaches such as andragogy. Andragogy, the study of how adults learn, emphasizes the need of learning materials that relate to the learners' life experiences and the significance of self-directed, experiential learning. This method is great for teaching adults on social media because it makes the learning experience more personal and engaging. This strategy also encourages students to be active participants in their own learning by leveraging their own life experiences as helpful resources [2].

In Islamic religious education grounded in andragogy, the utilization of social media can significantly enhance the quality and effectiveness of learning. Some examples of social media technologies that can make learning more entertaining and interactive are Instagram, TikTok, YouTube, and WhatsApp. Instagram's Live, Feeds, Reels, and Stories capabilities, for instance, provide Islamic Religious Education teachers more options to teach, which makes learning more fun for pupils [1]. One huge challenge with using social media is making sure that the content shared is still in line with Islamic beliefs and that the quality of learning stays good. Also, if students use social media without rules, it could be challenging for them to focus on learning about religion. In addition, distractions caused by uncontrolled use of social media can negatively affect students' focus in religious learning [3].

The integration of technology in Islamic religious education has become increasingly urgent, especially amid the major changes brought about by the COVID-19 pandemic. The closure of religious schools during the pandemic highlighted the importance of digital innovation in Islamic education. Through this digital transformation, there is an opportunity to redesign learning methods to become more flexible and accessible anytime and anywhere. Mobile learning (M-learning), for example, bridges traditional Islamic knowledge with advancements in digital technology, making learning easier and more aligned with modern developments [4].

The purpose of this study is to develop a new approach to Islamic religious education that utilizes social media and integrates the andragogical method. This approach offers novelty by combining adult learning theory with social media applications. These theories are still rarely discussed in the literature on

Islamic education; thus, this study is expected to make Islamic learning more relevant, engaging, and meaningful for adult learners. Moreover, this research aims to provide practical recommendations for educators on how to effectively use social media for teaching Islamic education while remaining consistent with religious principles and teachings [1], [5], [6].

Overall, this study addresses many of the challenges faced by Islamic education in the modern era. By applying the andragogical approach and utilizing social media, Islamic Religious Education is expected to become more flexible and interactive, meeting the needs of adult learners who are increasingly accustomed to technology. This research is highly significant because Indonesia, as the country with the largest Muslim population in the world, must be able to provide Islamic education that is both relevant and accessible to all members of society, including those living in urban and rural areas alike [4], [7].

This study investigates the application of the andragogical approach in Islamic Religious Education (IRE) using social media in the digital era. Andragogy, which emphasizes experiential learning and self-directed education, is crucial for individuals seeking to acquire knowledge. This study aims to investigate the incorporation of andragogy into Islamic education using social media, along with the related challenges and its importance for adult learners. The analysis concentrates solely on the integration of social media in IRE, highlighting the effective application of andragogical principles in digital education. [1], [2].

Literature Review

Innovation in Islamic Religious Education learning in the digital era has become a major focus of research in recent years, particularly alongside the rapid advancement of information and communication technology. One of the key elements in the evolving PAI learning process is the use of social media as a tool to enhance the effectiveness and flexibility of learning. Based on several relevant studies, the following is an overview of the trends and research related to the topic “Innovation of Islamic Religious Education Learning Based on Social Media with an Andragogical Approach in the Digital Era.”

The Use of Social Media in Islamic Religious Education

Research conducted by Laily [1] shows that social media, particularly Instagram, has great potential for delivering Islamic learning materials in an interactive and engaging manner. Features such as Instastory, Reels, and Live Streaming can be utilized by educators to create a more open and inclusive learning environment, allowing learners to engage in a more enjoyable learning process that can be accessed anytime and anywhere. The research by Susanti [5] also demonstrates that teachers and students use social media platforms like WhatsApp and YouTube to share instructional materials and create conversations. This makes Islamic religious education more useful and up-to-date for today's demands. But these studies also show that social media may be bad for you, like when people use it too much and it gets in the way of their work. People often dispute the accuracy of information given on social media, which could make Islamic education worse. [3]

The Andragogical Approach in Islamic Religious Education

The andragogical approach developed by Malcolm Knowles (1980) is highly relevant in the context of Islamic religious education, especially for adult learning. Andragogy emphasizes self-directed learning, experience-based understanding, and the relevance of learning materials to the learners' life situations. This method helps students link what they learn about religion to their own lives, which makes them more interested in the learning process. A study by Fahimah [2] indicated that using the andragogical technique in Islamic education can help adults learn more about Islamic beliefs. Experience-based learning also helps students use Islamic ideals more effortlessly in their everyday lives. This method enables students learn to find and understand religious information on their own, which is in line with the concepts of self-directed learning that are important to andragogy.

Integrating Social Media and Andragogy in Islamic Religious Education

Integrating social media with an andragogical approach in Islamic religious education remains an underexplored area of research. [7] examined the use of digital technology in Islamic boarding schools (pesantren) and found that social media, when combined with andragogical principles, can enrich religious learning. Social media provides a platform for learners to study independently, share experiences, and discuss relevant religious issues. This integration improves the learning process, making it more useful and flexible, which is what adult learners need because they tend to be more independent in their studies. Nonetheless, a considerable deficiency exists in research about the efficient use of andragogical principles in social media-based learning within Islamic education. Some studies indicate that, despite considerable potential, additional investigation is required to create learning experiences that successfully integrate technology with the fundamental concepts of andragogy.

Challenges and Opportunities in Islamic Religious Education in the Digital Era

The main challenge in implementing Islamic education through social media lies in integrating technology with existing religious values. Research by [8] identifies several challenges in integrating technology into Islamic education, including the difficulty of aligning religious teachings with technological advancements while ensuring that technology does not obscure the true understanding of Islamic doctrines. In this case, there need to be clear and effective guidelines for using social media in Islamic education so that it stays in keeping with religious values. The research conducted by [9] emphasizes the imperative of adapting Islamic education to the changes brought about by the COVID-19 epidemic. The epidemic made schools embrace technology and social media more quickly, which led to new ways of teaching and spreading Islamic knowledge. The application of the andragogical approach in social media-based Islamic learning allows for a more flexible and experience-driven form of education that meets the needs of adult learners who are increasingly accustomed to technology.

Digital Transformation in Islamic Religious Education

The digital transformation of Islamic education presents opportunities to develop more practical, technology-based learning models. Research by [10] on digital transformation in Islamic boarding schools demonstrates how technology can improve the quality of Islamic education, particularly through the use of technology-based learning applications that maintain the core essence of Islamic teachings. Although significant challenges remain in the digitalization process, technology offers great potential to create learning models that better meet the needs of adult learners in the digital era.

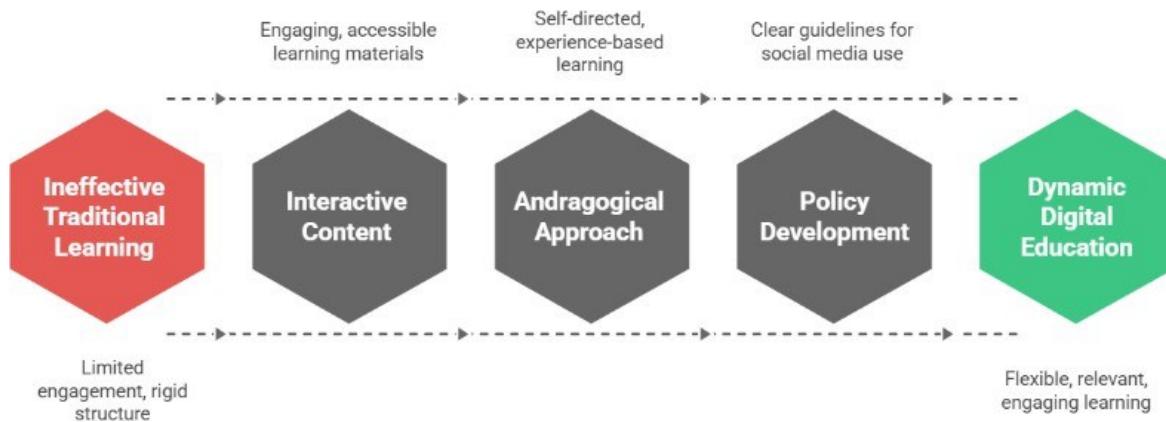


Figure 1. Enhancing Islamic Education with Social Media

From the explanation above, it is evident that social media holds great potential to enhance Islamic Religious Education learning, particularly in integrating the andragogical approach. Social media enables learning to become more interactive, flexible, and relevant to the needs of adult learners. Although challenges remain in integrating technology with religious values and ensuring that social media is used effectively and in accordance with andragogical principles, further research is therefore needed to design a more optimal learning model that combines social media and andragogy in Islamic religious education.

Method

This study employs a literature review approach to identify knowledge gaps and critically evaluate research findings in order to provide a comprehensive understanding of a specific area of study [11]. According to Zed [12], literature research aims to obtain theoretical and argumentative data through the examination of scholarly sources such as books, journals, and official documents. This approach also serves as a foundation for further exploration, helping to uncover patterns, trends, and contradictions within existing research. The literature review for "Innovation of Islamic Religious Education Learning Based on Social Media with an Andragogical Approach in the Digital Era" focuses on the interaction between educational theories, technological advancement, and the challenges and opportunities presented by social media in the digital context. This study was conducted by collecting, evaluating, and integrating material related to the topic of innovation in Islamic Religious Education through social media and the andragogical approach.:

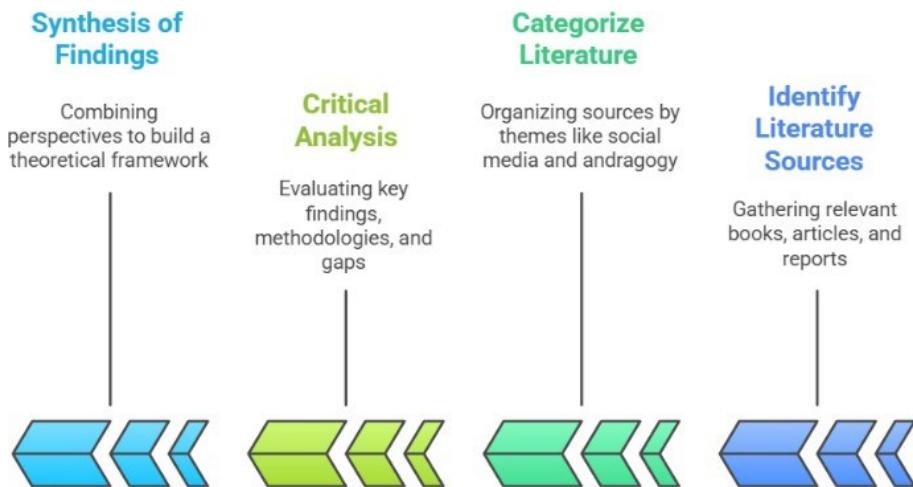


Figure 2. Literature Review Process

Result And Discussion

A. Result

The study generally consists of three main components of discussion (refer to Table 1). First, Islamic Religious Education needs to innovate in order to adapt to changes in learning styles and the rapid flow of information [7]. Second, social media functions as an interactive learning platform that expands the space for collaboration between educators and learners [1]; [5]. Third, the andragogical approach, which emphasizes self-directed and experience-based learning, is highly relevant for modern learners who are more active and critical in accessing knowledge [2]; [13]. Thus, the integration of social media and andragogical principles in Islamic Religious Education has the potential to create a more interactive, reflective, and contextually relevant learning model aligned with the dynamics of the digital society.

Authors	Title	Journal	Methodology	Findings
Saputra, A., et al. (2024)	Andragogi: Adaptation of Adult Learning in the Era of Digitalization	Al Mikraj	Descriptive qualitative research	Adult learning in the digital age benefits from self-directed learning and problem-solving strategies, but challenges include resistance to change

Wiyono, M., et al. (2022)	Instagram as a Digital Media for Islamic Education in the 4.0 Era	Munaddhomah	Literature review, qualitative descriptive analysis	Digital media enhances learning motivation, enriches resources, and facilitates contextual and collaborative learning, but challenges include limited access and digital literacy
Susanti, et al. (2024)	Innovative Digital Media in Islamic Religious Education Learning	Jurnal Pendidikan Agama Islam	Literature review	Social media like Instagram, TikTok, and WhatsApp are used to make Islamic education interactive and relevant to modern needs, though challenges exist such as distraction and information validity
Lokollo, L.J. (2025)	Harnessing Social Media for Independent Learning: Insights from Higher Education Students	Journal of Ecohumanism	Literature review	Social media enhances independent learning in Islamic studies, fostering interactivity and engagement with diverse resources
Fahmi, F., & Mutoharoh, A. (2025)	The Use of Digital Media in Supporting Islamic Education in Majelis Ta'lim Mambaus Sholihin	Al-Mabda: Journal of Education and Culture	Qualitative case study	The use of social media and technology improves student involvement, motivation, and access to information but faces challenges like inadequate skills and negative content

Arim, S.N., et al. (2024)	Navigating Educational Turbulence: A Systematic Literature Review on Challenges Faced by Islamic Education Amid the Pandemic	Studies in Literature review Systems, Decision and Control	Highlights the role of digital innovation in addressing challenges faced by Islamic education during the pandemic, emphasizing flexibility and adaptability
Badriyah, L., Yorman, Wardi, M. (2026)	Policy Analysis of Islamic Educational Institutions Facing Society Challenges	Multidisciplinary Reviews 5.0	Discusses the need for policy frameworks that support technology integration in Islamic education while preserving religious values
Ismail, Parinduri, M.A., & Ibarra, F.P. (2025)	Strengthening Islamic Religious Education Ideology in the Era of Technological Disruption	Jurnal Ilmiah Ilmu Terapan Universitas Jambi	Focuses on adapting Islamic education to technological disruption while ensuring the preservation of Islamic values
Ahmad, K.A., et al. (2025)	Mobile Learning of Islamic Studies: A Comprehensive Review	Journal of Advanced Research in Applied Sciences and Engineering Technology	Examines the potential of mobile learning platforms to support Islamic education, enhancing engagement and accessibility for students
Ramlan (2025)	Digital Literacy-Based Learning Model in Islamic Education	ANALYSIS: Journal of Education	Qualitative research, literature review, Identifies the role of digital literacy in enhancing student motivation and

	Education for Generation Z	and in-depth interviews	understanding of Islamic education, with challenges including dependence on digital devices
Fikri, L.H. (2023)	Islamic Education and Social Media Literacy in Facing the Information Era for Indonesia's Young Generation	Journal of Qualitative Education and Religious Studies	Explores the role of Islamic education in enhancing social media literacy among youth, highlighting strategies for curriculum integration and fostering responsible online behavior
Kesuma, M.I.J., Fatoni, I., et al. (2025)	Transforming Islamic Education with Digital Technology in the Society 5.0 Era	Pendas: Jurnal Ilmiah Pendidikan Dasar	Identifies key aspects in transforming Islamic education with digital technology, emphasizing student-centered learning, the integration of digital platforms, and addressing challenges like digital access and teacher competence

Table 1. Summary Of Innovation In Islamic Religious Education Learning Based On Social Media

B. Discussion

Based on the research findings presented, the following is an in-depth analysis of “Innovation of Islamic Religious Education Learning Based on Social Media with an Andragogical Approach in the Digital Era”.

1. Relevance of Andragogy in Islamic Religious Education

The principles of andragogy such as self directed learning, experiential learning, and problem-centered learning have proven to be highly relevant in the context of social media based Islamic religious education. Studies by [13] and [2] indicate that this approach enhances adult learners' intrinsic motivation

and reflective thinking skills. When andragogical principles are applied in a digital environment, learners are not merely passive recipients but also active producers of knowledge, contributing through discussions and sharing religious content on social media. However, implementing this approach still faces challenges, including varying levels of digital literacy, differences in learner autonomy, and the potential for biased religious information spreading in digital spaces.

2. The Role of Social Media in Islamic Education Innovation

Studies by Laily [1] and Susanti [5] underscore that social media enhances the educational experience by offering access to a variety of learning tools and visually stimulating items. Reels, Live Streaming, and Group Chats are some of the features that make it easier for teachers and students to talk to each other. Furthermore, [6] discovered that social media promotes autonomous learning, allowing learners to independently manage their time and resources. This is in line with the ideas of andragogy, which say that learners are active participants in their own learning. Likewise, [10] and Muhammad Ilham (2025) emphasize that digital transformation in Islamic educational institutions improves learning quality via curriculum digitalization, mobile learning, and technology-driven learning management systems (LMS). Nevertheless, technology integration must not compromise Islamic values. Therefore, as stated by [8], clear policies are needed to ensure that digital media usage remains consistent with religious principles and spiritual ethics.

3. Challenges and Opportunities in Islamic Education Innovation

Previous studies reveal that several complex challenges persist. According to [3] and [8], the main obstacles include digital distractions affecting focus, the spread of invalid religious information, and the low level of digital literacy among both educators and learners. Furthermore, there exists a moral dilemma between efforts to modernize learning methods and the necessity to preserve the purity of Islamic spiritual values from the influence of digital culture. On the other hand, the digital era also offers significant opportunities for innovation in religious learning. [9] and [15] assert that the COVID-19 pandemic has served as a catalyst for accelerating digital transformation in education. Social media now functions as a driving force for creating learning environments that are more flexible, contextual, and participatory. Through digital platforms, learners can study independently, anytime and anywhere, without spatial limitations. Therefore, the digital era not only presents challenges for Islamic education but also opens broad opportunities to develop more innovative and relevant learning methods that align with the evolving needs of modern society.

Teachers need to set clear standards for how to use social media and make sure that the information they post is correct and in keeping with Islamic beliefs. This can be challenging to do. Also, it's highly vital for both teachers and students to learn how to use technology correctly. Teachers and students alike must acquire proficiency in technology [3];[8]. For instance, you might utilize Instagram to give live lectures or have debates about Islamic concerns. This will make students more interested. You can talk to people in real

time and give thorough explanations on Instagram Live and YouTube. This makes it easier to study and lets you do it whenever you choose. You can also use WhatsApp to establish groups for discussion, which makes it easier for students and teachers to work together. So, social media is a new way to make Islamic Religious Education (IRE) more interesting and useful, especially for adults who have free time. [5].

Conclusion

Based on the literature review and analysis conducted, it can be concluded that social media based Islamic Religious Education innovation using an andragogical approach is a promising strategy to enhance the relevance, flexibility, and quality of Islamic learning in the digital era. However, its success depends on educators' ability to manage technology wisely, foster digital religious literacy, and maintain a balance between modernity and Islamic spiritual values. Therefore, further research is essential to develop conceptual and practical models that can harmoniously integrate digital technology with the andragogical approach in Islamic religious education (refer to Figure 3).

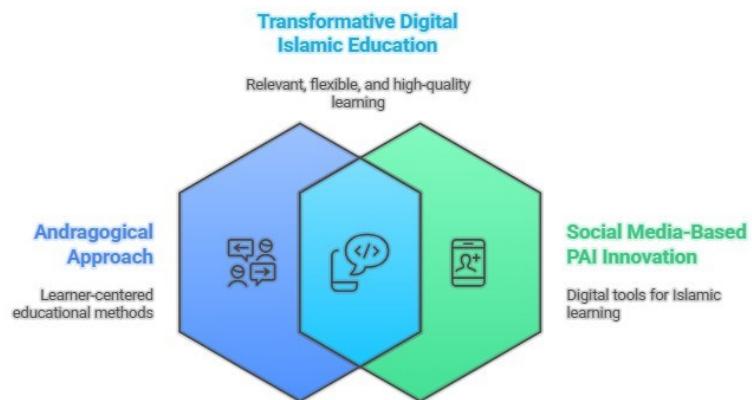


Figure 3. *Maximizing Digital Islamic Education*

The findings from the aforementioned research suggest that future studies should focus on creating an educational platform utilizing social media tailored to the requirements of Islamic religious education. This platform should have information that has been checked and is in line with Islamic beliefs. It should also offer a learning environment that is interactive and based on real-life experiences. It is also important to create training modules for teachers on how to use technology appropriately. This will help them use social media to improve learning without going against their religious beliefs. Students should also get digital literacy instruction so they can utilize technology safely and productively.

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